**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 2 – Settling the West** | **Instructor: McDonald/Schmitt** |

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| **Objective:** Students will understand how westward migration changed the Native American way of life | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.1](http://connected.mcgraw-hill.com/ssh/AF35F82C-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** **How did the migration of settlers to the Western territories of the United States affect the Plains Indians?** | | |
| **Instructional Focus (FCIM): Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Dawes Act, Indian Peace Commission, Reservation System, Battle of Little Big Horn, Wounded Knee, Sitting Bull | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  **Warm-up/Opening:** Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Chapter 2 lesson 3 Struggles of the Plains Indians. This unit covers Settling the West. The focus of today’s lesson will be introduce the main ideas surrounding Plains Indians and their interaction with western settlers. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take Cornell notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:**  Students will be jig sawing sections from their text that highlight the struggles of the Plains Indians – (sections – Struggles of Plains Indians, Last Native American Wars and The Dawes Act) As students read they will identify key events and results of their sections with a focus on the guided questions. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning. | **Time**  **45** | **Scripted Higher Order Questions**   * Were Native Americans justified in leaving the reservations and refusing further relocation by the government? * How did westward migration change the Plains Indians’ way of life? * Ask: Why do you think some Native Americans attacked settlers as well as troops? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** | **Time**  **10** | **Reflection on Lesson** | |

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |